



Attainment Objectives University Teaching Qualification (UTQ)

1 September 2025

1. Teaching in practice	
Competence	The teacher is able to...:
Teach	<p>1.1 Teach in line with the University's educational vision where students are encouraged to adopt a research-minded and critical attitude¹.</p> <p>1.2 Apply a variety of teaching formats² in a clear and structured manner based on the learning objectives and using a variety of subject-relevant and educationally sound interactive teaching formats and learning tools.</p> <p>1.3 Provide inclusive education by facilitating equal accessibility in learning content and instruction for students, taking into account the variation in prior knowledge, cultural background, (learning) conditions, and motivation of students.</p> <p>1.4 Provide classroom instruction at the language level specified in university policy.</p>
Guide learning process	<p>1.5 Apply appropriate supervision methods based on group size, the learning objectives and the characteristics of the student(s).</p> <p>1.6 Apply strategies that activate students to take responsibility for their own learning process and development.</p>

2. Testing & Assessment	
Competence	The teacher is able to...:
(Re)design components of assessment	2.1 (Re)design components of assessment ³ , including associated answer models/assessment criteria based on educational principles.
Assess	2.2 Explain what the quality criteria: reliability and validity mean in the testing practice of your education.
Provide feedback	2.3 Provide constructive feedback appropriate to the situation, the timing and the person or group concerned.

¹ <https://www.student.universiteitleiden.nl/en/your-study-programme/courses-and-exams/transferable-skills>.

² Formats include sessions focused on the transfer of knowledge or sessions focused on the development of skills (for example, lectures, tutorials, discussion groups, peer learning, practicals).

³ An assessment component is, for example, a selection of open and closed exam questions, a written assignment, or an oral assignment.



3. Educational Design	
Competence	The teacher is able to...:
(Re)design education	3.1 (Re)design an educational component ⁴ aligned with the learning objectives, within the curriculum, taking into account the variation in prior knowledge, cultural background, (learning) conditions, and motivation of students. 3.2 Effectively use digital resources ⁵ available within the university to support student learning.
Evaluate education	3.3 Evaluate an education component using qualitative and/or quantitative evaluation data from students and/or colleagues.

4. Organisation of Education & Management	
Competence	The teacher is able to...:
Education in organisation	4.1 Align the content, form and planning of educational tasks ⁶ with colleagues to achieve shared goals (of the study program).

5. Reflection	
Competence	The teacher is able to...:
Reflect	5.1 Formulate realistic and measurable goals based on evaluation and self-reflection and take initiative to improve own educational competences ⁷ .

⁴ An educational component is, for example, (part of) a course, such as a study assignment or a session (tutorial/lecture).

⁵ Digital resources include, for example: PowerPoint slides, interactive tools such as Wooclap, knowledge clips and the digital learning environment (Brightspace).

⁶ All tasks related to educational (re)design, teaching, testing and assessment.

⁷ The educational competences are “teaching and supporting the learning process”, “assessment and giving feedback”, “organising education and management”, “educational design”, and “reflection, research and innovation”.